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ABSTRACT

Articles and announcements related to women's issues in higher education are provided on a variety of topics, including: affirmative action litigation, campus life, working in academe, traditionally male fields, prizes and awards, women's studies, campus rape, conferences, resources, sexual harassment, minority and disabled women, degrees earned by women, employment, and international information. (KM)

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PROJECT ON THE STATUS AND EDUCATION OF WOMEN

Association of American Colleges

ON CAMPUS WITH WOMEN

Volumes 17 - No. 2 and 3.

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PROJEGT ON THE STATUS AND EDUCATION OF WOMEN VOL. 17, NO. 2 FALL 1987

ASSOCIATION of AMERICAN COLLEGES

ON CAMPUS WITH WOMEN

IN THE COURTS

FACULTY LAWSUITS: NO ONE WINS

Academics in Court: The Consequences of Faculty Discrimination Litigation, by George R. LaNoue and Barbara A. Lee, goes behind the headlines to examine what happens on both sides when a faculty member sues a college or university for discrimination. Their findings are unsettling. The cases tend to drag on for years, involve other members of the department, create a very hostile working environment, and often leave the plaintiff with large legal fees to pay. The faculty member generally has only a one-in-five chance of winning and will often leave either the job or academe altogether. The only situation in which faculty members were generally successful was when white academics sued Black institutions; they won eight of the twelve cases. Colleges and universities do not fare well either. The cases bring years of bad publicity that may make fundraising and recruitment difficult, not to mention their effect on campus morale. In addition, legal fees for institutions are also high.

If lawsuits are so painful for everyone involved, what is the alternative? The authors favor arbitration or mediation, even though colleges and universities are often skeptical of such methods of resolving disputes. They write, "Perhaps when academic administrators learn more about litigation, they will realize they may lose more control of institutional autonomy in the courtroom than in any other arena."

The 285-page book is available for $31.45 (cloth) or $18.45 (paper) from University of Michigan Press, P.O. Box 1104, Ann Arbor, MI 48106. □

AFFIRMATIVE ACTION UPHELD BY SUPREME COURT

In its first ruling explicitly upholding affirmative action for women, the U.S. Supreme Court ruled six to three that employers, in order to achieve a more balanced work force, may sometimes promote women and minorities ahead of better qualified white males without evidence of prior intentional discrimination. Lawyers said the decision, *Johnson v. Transportation Agency, Santa Clara County, California*, is significant for academe because it approves the type of plan that hundreds of colleges and universities have adopted. These are plans in which numerical hiring and promotion goals are based on statistical data showing that women and minorities are underrepre-

CONTENTS

IN THE COURTS 1
ON THE CAMPUS 2
WORKING IN ACADEME 3
TRADITIONALLY MALE FIELDS 4
PRIZES AND AWARDS 6
WOMEN'S STUDIES 6
CAMPUS RAPE 8
CONFERENCES 9
RESOURCES 10

Above: Josh Mathes photograph of the United States Supreme Court

Also published in *Liberal Education*, Vol. 73, No. 4, September/October 1987.

ASSOCIATION of AMERICAN COLLEGES

sented in various jobs in comparison to their availability.

The ruling also upholds affirmative action plans "even if there is no evidence of prior discrimination" because the court noted that if employers had to admit to past discrimination to justify their plans, the admission would make them vulnerable to lawsuits and thereby deter their voluntary efforts to hire, train, and promote women and minorities. Mary Gray, chair of the American Association of University Professors' Committee on Women, said the decision "is a help to women in higher education because it concerns promotion. Women are getting jobs initially in colleges, but they're not getting promotion and tenure. The decision makes affirmative action in promotions more legitimate; it gives more fuel to women for saying 'do something.'"□

UNIVERSITY OF MARYLAND IS SUED

In February 1986, women faculty members, claiming they were paid less than their male counterparts, filed a class action suit for $1.25 million against the UNIVERSITY OF MARYLAND, its chancellor, and president. The suit is working its way through the judicial system. The women claim that they have been intentionally paid less than men and have been given lower merit increases as well, and that the men "have been aware of this discrimination in pay" despite annual reviews of salaries and efforts to remove disparities. □

APPEALS COURT FINDS OREGON DID NOT DISCRIMINATE

The Ninth Circuit U.S. Court of Appeals has ruled that the Oregon Board of Higher Education was not guilty of intentional sex discrimination in a class action suit brought by 2,200 women faculty members under Title VII of the 1964 Civil Rights Act. The suit (*Penk v. Oregon Board of Higher Education*, No. 85-3792) alleged that the Oregon board paid women less than their male counterparts and discriminated against them in its system of promotion and career advancement. Thus, the faculty members were seeking $33.1 million in back pay. The court agreed that the wage disparity did exist but said that the plaintiffs had not shown "any systematic intent to discriminate or that discrimination was a 'standard operating procedure' of the board" and so denied their Title VII claim. □

ON THE CAMPUS

LOOK WHO'S COMING TO DINNER...

Stating that PRINCETON UNIVERSITY's (NJ) last two all-male eating clubs are public accommodations and are therefore subject to antidiscrimination laws, the New Jersey Division of Civil Rights has ordered the Ivy Club and the Tiger Club to admit women as members. The clubs must also pay $5,000 in damages to Sally Frank, a 1980 graduate who has fought an eight-year battle to open the clubs to both sexes.

Princeton's administrators have welcomed the May 1987 ruling, although for years they had argued that the clubs had no formal ties to the university and therefore the school would not get involved in the debate. Last year, the university settled with Frank, paying her $27,500 in legal fees and agreeing to disassociate itself from the clubs' admissions policies.

The division's order overturned a judge's earlier decision that the clubs could remain all male if they cut off ties to the university. The clubs plan to appeal the division's ruling. □

COEDUCATION? ONE YES, ONE NO

Trustees at WHEATON COLLEGE (MA) voted to begin admitting men to the 153-year-old college in the fall of 1988. In a letter to students, faculty members, and alumnae, Board Chair Paul E. Gray said Wheaton would develop "a new model of coeducation, one that is informed by our historic identity as a women's college and by the experience of other colleges that have undertaken coeducation in earlier times." Alice F. Emerson, president of Wheaton, claimed that the college is determined to create an environment that "avoids the chilly climate for women sometimes found on coeducational campuses." A group of students and faculty who are opposed to the move are planning to sue the college because of "fraudulent misrepresentation" during a recent fundraising drive that stressed support for women's education, and because they claim Wheaton breached its contract with students and parents to provide single-sex education.

RUSSELL SAGE COLLEGE (NY), on the other hand, has decided to remain a women's college after fifteen months of deliberation on the issue. Many students and alumnae who had opposed changing the status of the seventy-one-year-old college hailed the decision. Despite declining enrollments in recent years, the college reported a 9 percent enrollment increase last year. In a report accepted by the trustees, a thirteen-member committee urged that Russell Sage remain a women's college because of "a belief that there is a significant need for women's colleges in this ever-changing but still primarily male-dominated society in which we live."□

TESTS JUDGED UNFAIR TO WOMEN

In April 1987, FairTest, the National Center for Fair and Open Testing, issued a report entitled *Sex Bias in College Admissions Tests: Why Women Lose Out*. Written by Phyllis Rosser, the report concludes that the most widely used college admissions examinations—the Scholastic Aptitude Test (SAT), the Preliminary Scholastic Aptitude Test (PSAT), and the American College Testing Program Assessment Exam (ACT)—"systematically underpredict the abilities of high school girls, who make up over 52 percent of the test-takers." Furthermore, reliance on these biased exams significantly diminishes chances for young women to obtain millions of dollars in scholarships, gain admission to more than 1,500 colleges and universities, and enter many special programs reserved for "gifted and talented" high

school students. The report also notes that these factors have a significant financial impact on women in later life, as they work at less prestigious jobs, earn less money, and have fewer leadership opportunities, thus creating a lifelong loss of self-confidence. Girls from minority groups suffer from racial and cultural biases in these tests as well as sex bias, as do girls from economically disadvantaged backgrounds who are penalized by both gender and class biases of these tests.

The study shows, for example, that in 1986, girls averaged sixty-one points less than boys on the SAT, scoring fifty points lower on the math section and eleven points lower on the verbal section. While this test is supposed to predict high school students' first-year college grades, girls earn higher average grades than boys in both high school and college, including during their freshman year. Thus, if the SAT predicted accurately, the girls would score about twenty points higher than boys, not sixty-one points lower. The report also points out that in 1986 women received only 36 percent of the $23 million awarded in National Merit Scholarships, which uses the PSAT to determine who will win the scholarships.

The 35-page report is available for $4.95 from Subscriptions Dept., FairTest, P.O. Box 1272, Harvard Square Station, Cambridge, MA 02238. Make checks payable to FairTest. For those who wish to keep up with the latest news on fair testing, FairTest publishes a quarterly newsletter, *The FairTest Examiner*, available for $15 a year from the address above.

A month before Rosser's report was published, the New York State Board of Regents voted to ask Governor Mario Cuomo and the legislature for $100,000 to devise a new examination to replace the SAT and the ACT as the basis for awarding state scholarships. The regents acted after receiving complaints that the SAT and the ACT were biased against women. The scholarships are awarded annually to 1,000 high school seniors, and are worth up to $10,000 over five years. The regents said they hope to implement a new test in the fall of 1987.

In June 1987, the New York Senate and Assembly passed legislation establishing a state commission to examine college and university entrance tests for gender, racial, and cultural bias. Test manufacturers will be required to calculate correct-answer rates on each question for whites, Blacks, Asians, American Indians, and Latinos, as well as for men and women. This "item analysis" data will be turned over to the new commission, which will examine each question for fairness and recommend how to reform the tests. □

ENOUGH IS ENOUGH

Playboy magazine has apparently gone too far for the students at CALIFORNIA STATE UNIVERSITY-CHICO. First *Playboy* named it the "number one party school in the U.S." Then the magazine wanted to place ads in the school newspaper soliciting women students to pose for a pictorial spread on women from "the nation's best party schools." In rejecting the ad, the *Orion* student newspaper said in an editorial, "We feel the coed pictorial is an insult to institutions of higher learning. If ranking Chico State the number one party school injured our reputation, then this pictorial adds insult to that injury." □

HELP FOR SINGLE PARENTS

In an effort to expand its pool of students, GODDARD COLLEGE (VT) has created the Single Parent Project. The project allows single mothers and their children to live in college dormitory suites while they pursue college degrees. Room, board, and living expenses are paid by the state Aid to Needy Families and Children funds, while tuition, fees, and child care are paid by a combination of federal and state grants and loans, as well as money from Goddard. The admissions procedure is the same as for any other student except that the college takes the whole family into consideration, reserving the right to deny admission if a family member is not "appropriate for campus life."

A consulting team composed of faculty, staff, and students has been created to assist other institutions that are interested in starting a similar project on their campus. For further information, contact Douglas North, Project Director, Single Parent Project, Goddard College, Plainfield, VT 05667. □

SHOWING OF X-RATED FILM NIXED

Five students at the UNIVERSITY OF COLORADO planned to show the pornographic movie *Deep Throat* to raise funds for their student government campaign. The film showing was cancelled after campus protests were held and the students were threatened with expulsion from their fraternity. A G-rated version of "Alice in Wonderland" was shown instead, and the students claim they lost $500 in the switch.

The students, members of the Phi Kappa Tau fraternity, were running for student government positions as the "Students for Parties" ticket. One of the members of the school's board of regents, Hugh Fowler, who is also a member of the fraternity, alerted the national fraternity office to the planned showing of the X-rated movie. The national fraternity office then threatened to expel the five from the fraternity unless they cancelled the showing.

The five students were also criticized by the university's Feminist Alliance, which organized a rally to support the cancellation of the film. They chanted "Rape is not entertainment," referring to the fact that the film's star, Linda Lovelace, wrote in her autobiography that she was raped and beaten during the filming of the movie. □

WORKING IN ACADEME

WOMEN ADMINISTRATORS ON THE INCREASE

The number of women chief executives at community, junior, and technical colleges is 109, up 56 percent from five years ago when they numbered 61. The American Association of Community and Junior Colleges expects the trend to hold for the next five years, partly because women are becoming presidents at a younger age than their male counterparts. A recent study found that 43

ASSOCIATION of AMERICAN COLLEGES

percent of women executives were between thirty-five and forty-five years old while only 22 percent of male presidents were between those ages. At the current rate, there will be more than 200 women administrators by 1992. □

MALE PROFESSORS' PAY RISES MORE THAN WOMEN'S AT TWO-YEAR INSTITUTIONS

In 1985–86 the average salary for women professors at two-year colleges was $27,294, an increase of 5.9 percent from the previous year, according to the Center for Education Statistics at the Department of Education. The average salary for men was $30,490, an increase of 6.5 percent from the previous year.□

SALARY REVIEW DISCLOSES INEQUITIES

As a result of a UNIVERSITY OF COLORADO review of salaries of all women and minorities with tenure or in tenure-track positions (286 in all), 154 faculty are receiving raises. The recommended increases range from $500 to $16,000, with most averaging $4,000 to $5,000. Twenty-six are appealing their reviews either because they received no raise or because they thought they should receive more.

The issue of pay equity has been an ongoing concern at the university for some time. The Faculty Council Committee on Women has advocated including all women and minority group members in the salary review—not just those with tenure. University administrators wanted to review only the most obvious cases of salary inequity. In fact, the university now plans to review the salaries of women and minorities in non-tenure-track and part-time positions. □

PAY EQUITY SURVEY RESULTS

In a survey of colleges and universities across the country, the National Committee on Pay Equity (NCPE) has found that 222 private and public institutions of higher education have looked at the issue of pay equity and of these, more than half have begun to raise the pay of jobs found to be undervalued. It also found that twenty-five states have addressed the issue of pay equity for college and university employees. In Florida, for example, the board of regents is required by law to conduct annual salary reviews of faculty and staff, and in California, the state legislature has twice called upon the UNIVERSITY OF CALIFORNIA SYSTEM to conduct a pay equity study of all its employees. More than twenty-five colleges and universities have addressed pay equity for teaching staff members. The four-page report, *A Survey of Pay Equity Activities in Colleges and Universities*, is available for $1 (members) and $2 (nonmembers) from the National Committee on Pay Equity, 1201 16th St., NW, Suite 420, Washington, DC 20036.

NCPE has also done a broader study of pay equity in the workplace and found race, ethnicity, and sex to be significant factors in jobs being undervalued. Researchers used job evaluations and other employment data to document patterns of occupational segregation and the resulting wage disparities. Copies of the 180-page report, *Pay Equity: An Issue of Race, Ethnicity, and Sex*, are available for $9.95 (members) and $14.95 nonmembers); the 12-page executive summary costs $2 (members) and $4 (nonmembers) from the address above. □

THE CASE OF THE FRUSTRATED FEMINIST

The Case of the Frustrated Feminist illustrates a dilemma that can face academic women. In the hypothetical scenario, "Penny Steers," a college administrator, has an opportunity to help other women by publishing a report on the status of relations between male and female faculty. She is stymied not only by the institution's reaction but especially by the reaction of a woman whom she has known, liked, and respected. The case, which presents three alternative endings, focuses on Penny's efforts to bring about change in such circumstances, particularly when there is some tension between her career ambitions and her idealistic goals. In a complex institutional setting, what are her strategic choices at various points? How does she decide where her responsibilities end? The author of the case, Margaret Morganroth Gullette, has used this case and others focusing on women faculty with teaching groups at the HARVARD BUSINESS SCHOOL (MA). The cases serve as excellent starting points for discussion groups about being female in the academy. *The Case of the Frustrated Feminist* has been published by the Harvard Business School Publishing Division, Boston, MA 02163. The three versions of the case: #387-002 (A case); #387-003 (B1 case); and #387-004 (B2 case) are available for $2.20 each from the address above. □

TRADITIONALLY MALE FIELDS

FOREIGN STUDENTS OUTNUMBER WOMEN IN PHYSICS

Women continue to be highly underrepresented in physics, making up only 12 percent of the total graduate student population in 1984–85. In contrast, foreign students (mostly male) are 36 percent of all graduate students and 39 percent of first-year graduate students. The data come from the American Institute of Physics' (AIP) *1984–85 Graduate Student Survey*, and are reported in AIP Pub. No. R-207 available free from the Manpower Statistics Division, AIP, 335 East 45th St., New York, NY 10017. □

CHURCH WOMEN

According to the *Yearbook of American and Canadian Churches 1987*, women comprised 26.4 percent of the enrollment in theological schools. The percentage of women has climbed steadily over the last several years: In 1980 they made up 21.8 percent of enrollment. □

WHY ARE WOMEN UNDERREPRESENTED?

The fact that women are markedly underrepresented in science and engineering fields in the U.S. is well

documented. What is not so apparent is why this is so.

In October 1986 the Office of Scientific and Engineering Personnel (OSEP) of the National Research Council held a workshop to explore what is known about the causes of differential participation of women at all educational levels and about their differential career patterns relative to men. *Women: Their Underrepresentation and Career Differentials in Science and Engineering*, the proceedings of the workshop, includes four commissioned papers covering critical parts of the educational pipeline—precollege, undergraduate, graduate, and postgraduate education. Each paper examines levels of women's participation and deals broadly with questions of ability, performance, and environment. The 180-page volume, edited by Linda S. Dix, is available free from OSEP, National Research Council, 2101 Constitution Ave., NW, Washington, DC 20418. □

RESEARCH OPPORTUNITIES FOR WOMEN

The National Science Foundation operates a number of programs directed at increasing the number of women as full participants in the mainstream of the nation's scientific research. The following programs are described in NSF's publication *Research Opportunities for Women*:

- Standard Research Awards;
- Research Initiation Awards, for women who have not previously received federal research support or who are returning to research activities after a career interruption;
- Research Planning Grants, limited in amount and duration, to help women develop competitive research programs;
- Career Advancement Awards, to enable women to increase their research productivity; and
- Visiting Professorships for Women Program, to enable experienced women scientists and engineers to undertake advanced research and teaching at host institutions where they can also provide guidance and encouragement to other women seeking to pursue research careers.

Copies of *Research Opportunities for Women* (NSF 86-61) are available free from the Research Opportunities for Women Coordinator, Room 1225, National Science Foundation, Washington, DC 20550. □

MORE WOMEN VETS!

According to the April 1987 issue of *Manpower Comments*, women may soon dominate the field of veterinary medicine if current trends continue. The number of women applicants in 1986 increased and the number of males declined. In 1986, women made up more than 49 percent of enrolled students, both in the first year and in total enrollment in schools of veterinary medicine. □

YOUR AVERAGE ANTHROPOLOGY PH.D.?

The *1986 Survey of Anthropology Ph.D.s* found the "average" 1985–86 anthropology Ph.D. (a statistical composite) to be 38 years old, married, white, female, and childless. She holds a nonacademic job with a yearly salary of $24,000. Other findings of the American Anthropological Association's (AAA) study include:

- on average men earn more than women;
- nonacademic anthropologists make more than their academic colleagues; and
- there is less disparity in men's and women's salaries in nonacademic settings.

The complete report furnishes detailed statistics on sex, age, ethnic identification, marital status, subfields, graduate support, annual compensation, work setting, and other variables for five Ph.D. cohorts from 1971 to 1986. Copies are $10 ($25 for nonmembers) from AAA, 1986 Ph.D. Survey, 1703 New Hampshire Ave., NW, Washington, DC 20009. Prepayment is required. □

SOME FIELDS MORE EQUAL THAN OTHERS AT HARVARD-RADCLIFFE

The June 1987 issue of *Second Century Radcliffe News* reports that the number of women and men interested in majoring in math and computer science in the HARVARD-RADCLIFFE (MA) Class of 1990 is nearly equal: 5 percent of the women intend to major in math compared to 6.6 percent of the men. Of those intending to major in computer science, 1.1 percent are women, while 1.7 percent are men.

More women than men intend to major in the humanities and biological sciences. About 33 percent of the women will concentrate in humanities, compared with 24 percent of the men. Just over 22 percent of the women are choosing biology, compared with about 19 percent of the men. Slightly more men than women will major in social sciences: 29.5 percent of the men compared with 26.1 percent of the women.

Reflecting a national trend, women at Harvard and Radcliffe continue to be underrepresented in the physical sciences and engineering: 12.4 percent of the men compared to 6.7 percent of the women in physical sciences, and 7.9 percent of the men compared to 3.9 percent of the women in engineering. □

EVALUATING ENGINEERING EDUCATION

A new study from the STEVENS INSTITUTE OF TECHNOLOGY (NJ) investigates the enrollment patterns of women entering engineering, assesses current barriers to women, and evaluates the effectiveness of programs conducted by the Office of Special Programs for Women (SPW) at Stevens. The study details the methodology and results of a number of research studies including a national survey of engineering schools, interviews with representatives of five colleges, a survey of Stevens women students, pre- and post-SPW participant evaluations, one- and five-year follow-ups of the SPW Summer Program participants, a survey of New Jersey high school students attending a career-day program, and interviews with a sample of Stevens faculty and staff. Among the findings:

- The number and proportion of women entering engineering schools have leveled off and appear to be decreasing.
- Students view the perceived competitiveness and difficulty of engineering and its male domination as barriers to

women entering engineering schools.

- Male faculty and female students interviewed for this study have different perceptions of barriers to women entering engineering schools.
- Counselors and friends were most often identified as people who discouraged girls from going into engineering and were not highly ranked among those who encouraged girls to go into engineering.
- The Stevens Women in Engineering Summer Program has a strong, positive, long-term impact on students, increasing the number of women enrolling in engineering throughout the country.

The 65-page study, *An Investigation of Women in Engineering Education*, also contains an extensive list of recommendations for future directions. It is available for $3 from Susan Staffin Metz, Office of Special Programs for Women, Stevens Institute of Technology, Hoboken, NJ 07030. □

PRIZES AND AWARDS

FUNDS FOR FEMINIST RESEARCH

The Business and Professional Women's Foundation offers grants to feminist scholars engaged in research in the United States on issues of importance to working women (The Lena Lake Forrest Fellowships) and to women of Latin American descent or citizenship doing research on issues of concern to Latinas (The Sally Butler Memorial Fund for Latina Research). Awards range from $500 to $3,000. For more information, contact the foundation at 2012 Massachusetts Ave., NW, Washington, DC 20036. □

ENCOURAGING PROFESSIONAL DEVELOPMENT

Women in Scholarly Publishing (WISP) has established a fund for the purpose of career development of its members. Members can use the money to pay up to 75 percent of the registration fee for a professional meeting or workshop of their choice. For further information, contact Susan Harlow, Career Development Fund Coordinator, c/o Indiana University Press, 10th and Morton Sts., Bloomington, IN 47405. Please enclose a self-addressed, stamped envelope. □

LUCE VISITING PROFESSORSHIP

The Clare Booth Luce Visiting Professorship Program has been established to identify outstanding women academics from a wide range of disciplines, offer them significant support at an important point in their career, and bring them to the attention of those in a position to make senior academic appointments in coming years. Created by the Henry Luce Foundation, it offers two-year visiting professorships for women at a selected group of research universities.

Candidates must be American citizens currently on the faculty of a college or university other than the nominating institution, must be established women scholars who have distinguished themselves in research and teaching, and must have the capacity for outstanding future accomplishment in their fields and in higher education generally. The recipient is required to offer one course in her field per term and will be free to pursue her own research. The amount of the stipends will depend on individual circumstances. For more information, contact the Henry Luce Foundation, 111 West 50th St., New York, NY 10020.□

SOCIOLOGISTS HELP WOMEN

Sociologists for Women in Society (SWS) sponsors a visiting scholar program designed to bring major feminist scholars to campuses which might otherwise not be able to afford to do so. The person chosen to be the Cheryl Allyn Miller Visiting Lecturer on Women and Social Change receives from SWS an honorarium plus part of the travel expenses. The host college helps pay travel expenses and other direct costs. For more information about the program, contact Kathleen McCourt, Sociology Dept., Loyola University, 6525 N. Sheridan Rd., Chicago, IL 60626.

For the second year in a row, SWS passed a resolution to support a female minority graduate student scholar and pledged $2,500 for the project for 1987–88. For more information about the program, contact Joan Z. Spade, Chair of the Minority Scholar Fund, 213 Greenway Blvd., Churchville, NY 14428.

Other professional organizations may want to use these programs as models for similar activities in their field. □

WOMEN'S STUDIES

IT'S OFFICIAL IN NEW JERSEY

Governor Thomas H. Kean issued a proclamation in February 1987 making 1987 "The Inaugural Year for Gender Integration" in New Jersey. The proclamation reads in part:

"Whereas, excellence in education always has been fostered by revising curricula to integrate new scholarship; and

"Whereas, there now exists substantial scholarly work that has transformed and revitalized the traditional disciplines by critically analyzing gender differences, class, race, and ethnicity; and

"Whereas, the integration of gender, class, race, and ethnicity into the curricula offers students the opportunity to understand women's and men's perspectives within a culturally diverse society; and

"Whereas, people who understand the rich diversity of human experience are well equipped both to achieve their own fullest potential and also to recognize and promote equally men and women of ability; and

"Whereas, this State supports projects to improve excellence in education for all its residents, so that this and future generations of New Jerseyans may achieve their greatest potential...."

New Jersey is the first state to so honor and support programs to strengthen curricula by integrating scholarship on gender. The New Jersey Department of Higher Education has allocated $362,500 for a three-and-a-half year project to help all public and private institutions within the state to integrate the new scholarship on women into the curriculum. (For more information on "The New Jersey

Project: Integrating the Scholarship on Gender," see *On Campus With Women*, Vol. 16, No. 4, Spring 1987, p. 7.) □

TOWSON STATE'S INTEGRATION PROJECT

With a three-year grant from the Fund for the Improvement of Postsecondary Education, TOWSON STATE UNIVERSITY (MD) has completed work on a project to integrate new scholarship on women into its curriculum with special emphasis on lower-level, introductory survey courses. The Towson project centered on a set of workshops extending over five semesters. In these workshops, organized according to disciplines, selected groups of faculty (more than 70 in all) undertook research projects, revised their syllabi, and tested the new syllabi through two consecutive semesters of classroom teaching. Workshops were conducted in art, American history, American literature, English literature, composition, business and professional writing, education, business, psychology, sociology, and biology and health science. Other activities included public lectures, workshop meetings with outside consultants in each field, and three conferences.

The Towson project has compiled reports from each of the eleven workshops into one volume. These essays focus on specific, practical approaches to course revision and summarize the process and results of the three-year project. The 145-page handbook, *Resources for Curriculum Change*, edited by Sara Coulter, K. Edgington, and Elaine Hedges, is available for $8 (prepaid). Also available for $4 (prepaid) are six issues of *Re-Visions*, the project's newsletter. Send orders to either Sara Coulter or Elaine Hedges, English Department, Linthicum Hall 301C, Towson State University, Towson, MD 21204. Make checks payable to Towson State University. □

JEWISH WOMEN'S RESOURCES

Biblio Press is offering two updated editions of reference books on Jewish women. *The Jewish Women's Studies Guide: Second Edition–1987* is a collection of eighteen syllabi gathered from such sources as university courses, adult and continuing education courses at synagogues and community centers, and annual conferences. Especially notable are the five syllabi that integrate Jewish women's studies into university curricula. These have been taught in a variety of institutions including the JEWISH THEOLOGICAL SEMINARY (NY) and the STATE UNIVERSITY OF NEW YORK-BUFFALO. The syllabi presented in the second edition, compiled by Sue Levi Elwell, mirror the increased number of approaches and resources available since the publication of the first edition in 1982. *The Jewish Women's Studies Guide* (142 pp.) is available in paperback for $9.75 from Biblio Press, P.O. Box 4271, Sunnyside, Queens, NY 11104. It is also available in hardback for $23.75 from University Press of America, 4720 Boston Way, Lanham, MD 20706.

The Jewish Woman: 1900–1985, by adding numerous citations from 1980–85

IT'S ALL IN WHAT YOU ASK

Finding out what candidates for office in professional associations think of women's issues is an ongoing concern. If you ask someone, "Are you interested in women's issues?" the answer will almost invariably be "yes," but this does not tell very much. What is needed are questions that will provide usable information. Both the American Historical Association (AHA) and the American Sociological Association (ASA) have succeeded in developing these kinds of questions. AHA candidates are asked:

- In the light of the negative Supreme Court rulings affecting women, in what ways would you assist women scholars to reach parity with men scholars?
- How would you promote the interests of female and minority graduate students?

The Sociologists for Women in Society devised a questionnaire to be given to all ASA office nominees. Here are some of their questions:

- Have you ever worked actively on behalf of any of the following:
  a. Women's studies program at your college/university?
  b. Affirmative action policies, programs, or activities on behalf of women and women's issues?
  c. Sex discrimination or sexual harassment suits on behalf of women's issues and women's rights?
  d. Rape crisis programs, laws, et al.?
  e. Women's support groups at your college/university?
- Are you a member of:
  a. National Organization for Women (NOW)?
  b. Women's Equity Action League (WEAL)?
  c. Welfare Rights Organization (WRO)?
  d. American Association of University Professors, Committee W?
  e. Any other national or regional political organization whose primary orientation is the advancement of women's issues? If yes, please specify.
- Did you sign petitions, give funds, or work actively for passage of the Equal Rights Amendment?
- In fifty words or less, please describe activities, including articles, interviews, and speeches, in which you have taken part which demonstrate a public commitment to feminism.
- In fifty words or less, please describe the ways you feel you can be responsive to feminist concerns while effectively carrying out your ASA office.

These questions can be a model for other associations both on and off campus.

to the 1979 first edition, reflects widespread discussion of the subject of the Jewish woman and its expansion into books and mainstream publications, as well as in Jewish periodicals. Editor Aviva Cantor aims to provide complete citations that are useful and accessible to scholars, students, members of informal study groups, and the general public. Works cited offer information about Jewish women—past and present—as well as pros and cons about the Jewish women's movement. Categories in the bibliography include history/herstory; religion and law; poetry; Jewish women in the United States and Canada, Israel, and other countries; and Jewish women in the Holocaust and Resistance. *The Jewish Woman: 1900–1985* is available in paperback only for $9.25 from Biblio Press at the address above. □

ETHNIC/WOMEN'S STUDIES REQUIREMENT

THE UNIVERSITY OF COLORADO's College of Arts and Sciences will require first-year students to take courses in either ethnic or women's studies beginning in 1988-89. The requirement, approved overwhelmingly by faculty, comes in response to demands by minority group student leaders after two controversial racial incidents this past year. Students will have to take at least three credit hours in ethnic or women's studies or similar fields. □

IDEAS AND RESOURCES FOR INTEGRATION

Essays, reports, syllabi, and other resources are contained in two volumes of *Ideas and Resources for Integrating Women's Studies into the Curriculum*. The resource books evolved from the Western States Project on Women in the Curriculum conducted by the Southwest Institute for Research on Women (SIROW) at the UNIVERSITY OF ARIZONA. The project, funded with a two-year grant from the Ford Foundation, was established to further integrate new scholarship on women into various curricula, primarily by making grants to four-year institutions for faculty development projects. Twenty-one projects were funded; descriptions of each with selected materials that illustrate the projects' strategies and activities are included in the collection.

The volumes also include papers presented at three regional conferences sponsored by the project. The selected papers focus on the theoretical issues and practical problems emerging from the incorporation of new scholarship on women into the curriculum. Thirty syllabi from around the country illustrate how women's scholarship can transform traditional introductory or core courses in the liberal arts.

The Western States Project also sponsored a consultant grant program that provided small matching grants to institutions to assist faculty in revising their courses. "A Directory of Consultants in the West" was compiled to bring attention to women's studies faculty and scholars, program administrators, and activists in the western states. The directory is included in the collection, along with two bibliographies listing critical essays, reports, conference proceedings, books about integrating women's studies scholarship, published syllabi, and course models. For ordering information on the 216-page Volume I and the 217-page Volume II, both edited by Myra Dinnerstein and Betty Schmitz, contact SIROW, University of Arizona, Modern Languages 265, Tucson, AZ 85721. □

CAMPUS RAPE

NEW INFO ON DATE RAPE

A new study of date rape surveying more than 600 college men and women shows that on average students had known the partner almost a year before the incident occurred. Charlene L. Muehlenhard and Melany A. Linton, researchers at TEXAS A&M UNIVERSITY, found that when a man initiated the date, drove to and from and paid for the date, or if both people got drunk and "parked" or went to the man's room, sexual aggression was more likely to occur. The researchers found communication a problem on dates where aggression took place: The men involved thought the women wanted more sexual involvement while women said they had wanted less. Muehlenhard recommended that women be direct and say, for example, "I don't want to do anything more than kiss," rather than simply saying "no." The study appeared in the *Journal of Counseling Psychology*, Vol. 34, No. 2 (April 1987). Copies are available for $16 from the Order Dept., American Psychological Association, 1200 17th St., NW, Washington, DC 20036. □

MAKING THE RIGHT MOVES

"RapeSafe" is the name of a new board game aimed at young people to alert them to the dangers of both stranger and acquaintance rape. Players answer factual questions and discuss situations that may come up on dates, at work, or at home. "RapeSafe" is available for $12 prepaid from Playing It Safe, 13742 Ridge Rd., Whittier, CA 90601. □

DATE RAPE BILL INTRODUCED IN CALIFORNIA

A bill requiring all California colleges and universities to establish consistent statewide policies on rape, including acquaintance rape, has been introduced to the California legislature by Legislator Tom Hayden. The legislation, believed to be the first of its kind in the nation, would require institutions to develop explicit student codes of conduct prohibiting sexual assaults. It would allow universities to investigate allegations of rape even if no complaints have been filed, and authorize institutions to suspend or expel a student found to have committed rape.

Initially, a separate bill and resolution were introduced covering various aspects of the issue. The information from both was subsequently combined in an identical bill and resolution. Hearings were held July 8, 1987; at that time, the bill was tabled until next year. The resolution (ACR 46) was passed by the committee and the assembly, however, and then sent to the senate. The resolution does not have the force of law; never-

theless, since institutions of higher education rely on the legislature for money, it is expected that they would act on the recommendations in the resolution if it is passed by the senate and signed by the governor. □

MORE RAPES OCCUR THAN PREVIOUSLY BELIEVED

A recent study of 6,159 students at thirty-two college campuses shows that thirty-eight women per thousand had been raped in the previous six months, compared to statistics from the National Crime Survey, which show that two to four women per thousand had been raped in a comparable time period. The new study, conducted by KENT STATE UNIVERSITY (OH) researcher Mary Koss, concludes that "official surveys fail to describe the full extent of sexual victimization." The new study was specifically designed to improve questions asked in the National Crime Survey that, according to some researchers, underestimated the problem.

The study also found that 27.5 percent of the women had been raped at some point since the age of fourteen and that 8 percent of college men admitted to having forced a woman to have sex. The study was reported in the April issue of the *Journal of Consulting and Clinical Psychology*. Copies are available for $16 from the Order Dept., American Psychological Association, 1200 17th St., NW, Washington, DC 20036. □

MINI-GRANTS HELP FIGHT SEXUAL EXPLOITATION

The Coordinating Committee on Sexual Exploitation at the UNIVERSITY OF FLORIDA has set up a mini-grant program to help educate and sensitize the university community, particularly students, about various aspects of sexual exploitation. The maximum amount of any grant is $4,000 and can be used, for example, for speakers, symposia, workshops, or development of various forms of media or programming materials. The program could be a model for other schools. For further information, contact Phyllis Meek, Associate Dean for Student Services, Division of Student Affairs, University of Florida, 129 Tigert Hall, Gainesville, FL 32611. □

FAREWELL TO PSEW STAFFER

On October 1, 1987, Julie Kuhn Ehrhart, a staff member since 1980, left PSEW due to a financial cutback. Julie had a variety of responsibilities during her tenure with PSEW, most recently as program associate. She has done a superb job, and will be sorely missed by her colleagues. It just is not the same without her. We wish her all the best.

UNIVERSITY WORKER COLLECTS DAMAGES FROM RAPE IN GARAGE

An employee of GEORGE WASHINGTON UNIVERSITY (DC) who was raped in an unguarded, dimly lit university parking garage in 1981 has been awarded $800,000 in damages from the university. Two other women had complained previously that the garage was too dark and that construction workers on the premises made remarks to them. The victim had charged that the university knew the garage was dangerous, forced people to park there, and did not take adequate steps to protect them. In doing so, the woman joined the growing number of rape victims who sue those they maintain contributed to the crime through negligence rather than bring charges against the actual rapist, who, in this case, was never apprehended. □

CONTINUING CONTROVERSY OVER GANG RAPE

In February 1987 a woman at the UNIVERSITY OF NEW HAMPSHIRE accused three men of raping her after a fraternity party. When the men were initially allowed to stay on campus pending a university hearing, students hung effigies in protest. Open hearings were held before a student-faculty judicial board in May and the controversy continued. Although all three men admitted to having had sexual contact with the woman, one was acquitted of all charges. The other two were acquitted of sexual assault charges but were found guilty of lesser charges involving "respect for others" because after the incident they had gone into the dorm hall and dropped their underwear; these two were given a one-semester suspension and will not return in the fall. State court hearings are scheduled for the fall: The one man is charged with misdemeanor sexual assault and the other two are charged with aggravated felonious assault.

Eleven students staged a sit-in at the university administration building protesting the fact that none of the three men was convicted of sexual assault by the judicial board. The nine women and two men were arrested and charged with criminal trespassing. Their trial is also scheduled for the fall. □

CONFERENCES

SEXUAL HARASSMENT FOCUS OF MARCH CONFERENCE

A conference on sexual harassment in colleges and universities will be held in New York City in March 1988. It will be sponsored by CORNELL UNIVERSITY's Institute for Women and Work at the New York State School of Industrial and Labor Relations. For further details, please write or call Anne Nelson, Cornell-ILR, 15 East 26th St., 4th floor, New York, NY 10010; 212/340-2825. □

BUT SERIOUSLY, FOLKS...

"Women's Humor and Social Satire" was the theme of this year's Jing Lyman Lectures at STANFORD UNIVERSITY (CA). The six lectures involved scholarly presentations and humorous performances.

The UNIVERSITY OF WASHINGTON's Information Center also held a three-day

ASSOCIATION of AMERICAN COLLEGES

Women's Humor Festival July 9–11, 1987, featuring entertainment, workshops, and panel discussions. Cartoonist Nicole Hollander, creator of "Sylvia," was among the entertainers. □

WOMEN AND THE CONSTITUTION

The bicentennial celebration of the U.S. Constitution has generated two conferences in which participants will examine the Constitution as it applies to women:

- "The Unfinished Agenda: Women's Future Under the Constitution" will be held in Philadelphia, PA, Nov. 8–10, 1987. Sponsored by Women's Way, the conference will provide a detailed discussion of women's rights in America in terms of economic equity, violence against women, educational equity, and reproductive choice/sexual freedom. Gloria Steinem, Eleanor Holmes Norton, and Ellen Goodman are among the speakers. For further information, contact "The Unfinished Agenda: Women's Future Under the Constitution," c/o Women's Way, 125 S. Ninth St., Suite 602, Philadelphia, PA 19107.
- "Women and the Constitution: A Bicentennial Perspective" will be held in Atlanta, GA, Feb. 10–12, 1988. Sponsored by the Carter Center, the symposium participants will discuss women's roles in the constitutional process and the impact of the Constitution on women. Speakers include Justice Sandra Day O'Connor, Geraldine Ferraro, Barbara Jordan, and Coretta Scott King. For more information, contact Registration and Information, "Women and the Constitution," The Carter Center of Emory University, One Copenhill, Atlanta, GA 30307. □

HERS MANAGEMENT INSTITUTE

The tenth annual Management Institute for Women in Higher Education, sponsored by HERS-New England, will be held Oct. 15–17, 1987; Nov. 20–21, 1987; Jan. 22–23, 1988; Mar. 10–12, 1988; and April 22–23, 1988. The series of five seminars offers women administrators and faculty professional management training in the following areas:

- fiscal management,
- managing in organizations,
- information systems and computer applications,
- strategic planning, and
- professional development.

The seminars are spread out over the five weekend sessions; most sessions offer two different seminars. Participants are expected to attend all five seminars and do not have the option of only paying for and attending one seminar. For more information, write to HERS-New England, Wellesley College, Wellesley, MA 02181. □

RESOURCES

A REBUTTAL

Sylvia Hewlett's book, *A Lesser Life, The Myth of Women's Liberation in America*, claims that serious shortcomings in American women's lives are directly attributable to the women's movement. Catherine East, legislative director of the National Women's Political Caucus, has prepared a sixteen-page response to Hewlett's controversial book. In her paper, East points out Hewlett's lack of knowledge about the women's movement in the United States and her lack of understanding of the differences in political structure and social values between European democracies and America. East writes, "Blaming the women's movement in the U.S. for lack of maternity leave and childcare laws is as simplistic as blaming the women's movement in the United Kingdom for the fact that the U.K. ranks 34th in the percentage of enrollment in higher education that is female, while the U.S. ranks first. Or to blame the movement in the U.K. for weak anti-discrimination laws."

East served in a senior-staff capacity to all the presidential advisory commissions on women from 1962–1977, working closely with volunteer organizations supporting the women's movement. Her paper contains information on the role of the women's movement that has not been covered in the media and may be of interest to many. "Critical Comments on *A Lesser Life, The Myth of Women's Liberation in America*" is available for $5 from the National Women's Political Caucus, 1275 K St., NW, Washington, DC 20005. □

SEXISM: ALIVE AND WELL

Modern Sexism: Blatant, Subtle, and Covert Discrimination is a lively, highly readable account of the many forms of sex discrimination in modern society. Using clear, on-target examples from movies, soap operas, political activities, legal cases, and research studies, authors Nijole V. Benokraitis and Joe Feagin persuasively argue that "blatant sex prejudice is alive and well. So is sex discrimination." They also suggest ways to bring about change and describe recent developments on the legal, political, and judicial scene. The 187-page book is available for $17 (prepaid) from Mail Order Sales, Prentice-Hall, 200 Old Tappan Rd., Old Tappan, NJ 07675. □

THE PROGRESS OF ACADEMIC WOMEN

What has been the real progress of women in academe in the last two decades? *Academic Women Working Towards Equality*, by Angela Simeone, suggests some answers to that question. It builds on the findings of Jessie Bernard in *Academic Women*, a full-scale description of the status of women in academe in 1964. Bernard wrote about the ways in which the system supported prejudice against women; the ways in which women undercut themselves; the role anomalies and confusion faced by both men and women; the impact of husband and family on women's careers; and about how women fared on measures such as salary, rank, employment, and graduate school attendance. In *Academic Women Working Towards Equality*, Simeone replicates the method used by Bernard, presenting a wide variety of studies pertaining directly or indirectly to faculty women and then suggesting larger trends indicated by the findings. In addition, she conducted interviews with twenty female faculty members at a large, prestigious, northeastern research

university representing a wide range of disciplines.

To Simeone the story of women in higher education comprises more than facts and figures on participation rates, hiring, salary, and other quantifiable measures. Equally important are the subtle, and often not-so-subtle, processes that lead to the quantitative data. The book investigates those factors that lead women to choose—or be discouraged from choosing—academic careers; analyzes the faculty role itself and the differences between men and women in how they play it; and examines informal interactions in mentoring and collegial relationships. The 161-page book is available for $10.95 (paper) from Bergin & Garvey Publishers, Inc., 670 Amherst Rd., South Hadley, MA 01075. □

GROVE CITY CASEBOOK

Federal Funding of Discrimination: The Impact of Grove City v. Bell describes the outcome of court cases and administrative rulings affected by the Grove City decision in which coverage of Title IX—the federal law prohibiting sex discrimination in education—was narrowed to apply only to those specific programs or activities within an institution that receives federal funds. Written by Marcia D. Greenberger and C. A. Beier, the twenty-seven-page book briefly describes seventeen decisions made by the Department of Education specifically concerning sex discrimination, and also describes eight cases in which the courts refused to hear complaints of sexual harassment, athletic inequities, and other discrimination because no federal funds were directly involved. Copies of the report are available for $2 (prepaid) from the National Women's Law Center, Suite 100, 1616 P St., NW, Washington, DC 20036. □

WOMEN IN EDUCATIONAL ADMINISTRATION: FROM A TO Z

The amount of writing on the subject of women in educational administration has been increasing steadily over the last decade, notes Patricia A. Farrant, editor of the *Journal of the National Association for Women Deans, Administrators, and Counselors* (NAWDAC). NAWDAC has recently published a second book of readings on the subject selected from articles published in its journal between 1979 and 1985. *Strategies and Attitudes: Women in Educational Administration* contains thirty-eight insightful articles that may help women administrators be successful in their professional and personal lives. The articles range from broad overviews of the profession to personal accounts. The array of topics is similarly wide—assessments of the current role and status of women in educational administration; the implications of being an "outsider"; comparisons of the characteristics of men and women professionals in education; studies of women administrators in specific settings; managing dual-career families, establishing networks, finding mentors, addressing sexual harassment, and working productively with women colleagues; and meeting the challenges facing minority women. *Strategies and Attitudes* (188 pp.), edited by Farrant, is available in paperback for $12.50 (prepaid) from NAWDAC, 1325 18th St., NW, Suite 210, Washington, DC 20036. □

CALL FOR INFORMATION

The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students was published in October 1986 by PSEW. Since that time we have sold several thousand copies of the paper to campuses across the country. We would like to know how the paper has been used on your campus. Has it been distributed at faculty meetings? Has it generated conferences? Has it been used to challenge existing ways of doing things?

We would be interested in any kind of information you can send—anecdotal, brochures, flyers, etc. Please send all information to Dr. Bernice R. Sandler, Executive Director, Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009.

NOT ALL THAT DIFFERENT

With Wings, a collection of stories, essays, and poetry on the feelings and ideas of disabled women, offers a new perspective on what it is like to be disabled—a portrait far from the stereotyped view of passivity, dependence, and naivete held by much of society. Among the thirty contributors to the volume are Alice Walker, Adrienne Rich, Muriel Rukeyser, Vasser Miller, Nancy Mairs, Laurel Lee, and Mary W. Wilkins Freeman. These women and others write about growing up, about their parents, about independence, about romance and love, about children, and about careers.

In preparing the volume, editors Marsha Saxton and Florence Howe have concentrated on women with disabilities that affect such fundamental activities as walking, seeing, hearing, dexterity, self-care, learning, as well as chronic pain and illness. The pieces within the anthology form a powerful expression of the strength, dignity, intelligence, courage, and humor of these women with physical differences. *With Wings* is available for $29.95 (cloth) and $12.95 (paper) from the Feminist Press at the City University of New York, 311 East 94th St., New York, NY 10128. □

EXAMINING FEMINIST THERAPY

The Dynamics of Feminist Therapy is a useful book for anyone in the counseling profession. It covers a wide range of issues including therapy with women in a male-dominated profession; white therapists and Black clients; the psychology of Black women and of fathers and daughters; stereotypes of Jewish women; and sex roles of Asian-Indian women in the United States. Edited by Doris Howard, the 341-page book is available for $34.95 plus $2 postage and handling from the Haworth Press, 12 West 32d St., New York, NY 10001.□

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CAN'T FIND A MENTOR?

Women students and professors may miss out on mentoring because all too often senior men overlook women when it comes to choosing proteges, while senior women mentors are few and far between.

With the help of ***Academic Mentoring for Women Students and Faculty: A New Look at an Old Way to Get Ahead,*** you can learn how to decide if you need a mentor, how to get a mentor to choose you, how to be a mentor, how to foster mentoring at your institution, and how to help women find other ways to obtain information and guidance.

This practical handbook—of help to men and women—discusses women in nontraditional fields, older, minority, and disabled women and includes recommendations for individuals and institutions.

Copies of **Academic Mentoring** are available for $2 prepaid from the Project on the Status and Education of Women, AAC, 1818 R St., NW, Washington, DC 20009. Make checks payable to AAC/PSEW. Bulk rates: 15–99 copies are $1.40 each; 100+ copies are $1 each. For a list of PSEW publications, send a self-addressed, stamped envelope.

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The Project on the Status and Education of Women of the Association of American Colleges, the oldest national program for women's equity, promotes greater opportunities for women students, faculty, and administrators. Since 1971, it has served as an information clearinghouse and liaison among academic women, higher education institutions, federal and state policymakers, and women's organizations. Generous foundation grants, particularly from Carnegie Corporation of New York and The Ford Foundation, have supported PSEW's activities.

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The Association of American Colleges, founded in 1915, is the national voice for liberal learning. Its membership includes more than 575 public and private colleges and universities. Through grants, publications, and workshops, AAC strives to enhance liberal education and secure its integration with professional programs and courses of study. Its programs include the Project on the Status and Education of Women and the Council for Liberal Learning.

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PROJECT ON THE STATUS AND EDUCATION OF WOMEN VOL. 17, NO. 3 WINTER 1988

ASSOCIATION of AMERICAN COLLEGES

ON CAMPUS WITH WOMEN

TRADITIONALLY MALE FIELDS

UNCLE SAM NEEDS WOMEN TO KEEP THE EDGE IN SCIENCE AND TECHNOLOGY

Women's participation is the key to the U.S. remaining competitive in research and technology, agreed speakers at a UNIVERSITY OF MICHIGAN-ANN ARBOR conference held in July 1987 and sponsored by the American Association for the Advancement of Science (AAAS). This is true especially in light of projections for the next twenty years that show the number of high school graduates dropping dramatically and a high number of college professors retiring. "We have relied on the white male population historically for the science and engineering work force," said John Moore, deputy director of the National Science Foundation. "We will have to look to women and underrepresented minorities in the future."

Another speaker, Betty Vetter, executive director of the Commission on Professionals in Science and Technology, pointed out that many things for women in the sciences and engineering would have to change for them to achieve equality with men. She mentioned specifically the following:

- Women with doctorates are twice as likely as men to be unemployed;
- In 1984, women comprised 25 percent of the labor force and 42 percent of all unemployed scientists seeking work;
- Once women obtain jobs in science, they find it difficult to advance and earn equitable salaries; and
- Women in academe are twice as likely as men to be locked into assistant professor positions.

The situation in the educational pipeline does not look promising, said Vetter. Although the number of women pursuing graduate degrees in science has risen in recent years, the ratio of men to women has remained constant.

The speakers at the conference agreed that what is needed is a collective and concerted effort by the federal government, universities, and public schools to change the status of women at all levels in science and technology. □

CONTENTS

TRADITIONALLY MALE FIELDS 1
CAMPUS RAPE 2
SEXUAL HARASSMENT 3
MINORITY WOMEN 4
DISABLED WOMEN 5
WOMEN BY DEGREES 5
EMPLOYMENT 7
WORKING IN ACADEME 8
ON THE CAMPUS 8
INTERNATIONAL 9
RESOURCES 10

Above: Pharmacology Laboratory, 1903, Medical College of Pennsylvania, from their Archives and Special Collection on Women in Medicine, Philadelphia, Pennsylvania.

WOMEN SCIENCE MAJORS MORE LIKELY IN LIBERAL ARTS COLLEGES

A study conducted by OBERLIN COLLEGE (OH) shows that fifty small liberal arts colleges are producing far more than their share of the nation's scientists and mathematicians. In fact, the top ten to fifteen of these colleges are on a par with HARVARD UNIVERSITY and MASSACHUSETTS INSTITUTE OF TECHNOLOGY in producing students with bachelor of science degrees.

One significant finding is that women represent substantial and growing proportions of first-year students who plan to major in science. More than 15 percent of the women enrolled at high-quality liberal arts colleges major in the sciences, compared to 11 percent at the highest rated universities. The future of women in science is important because as the total number of students declines,

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ASSOCIATION of AMERICAN COLLEGES

science will need to rely on women and minorities to fill the void (see the previous article).

The report, *Maintaining America's Scientific Productivity: The Necessity of the Liberal Arts Colleges*, studied fifty undergraduate campuses without graduate and professional schools and was written by Sam C. Carrier, Oberlin's provost, and David Davis-Van Atta, Oberlin's director of institutional research. □

MATH AND SCIENCE NOTES

■ Although the percentage of women who received doctorates in mathematics from 1972 to 1986 increased from 10 percent to 21 percent, in real numbers only four more doctorates were awarded to women in 1986 (82) than in 1972 (78). The increase in percentages is primarily due to a continuing decline in the number of men earning mathematics Ph.D.s, according to the American Mathematical Society.

■ According to the American Geological Institute, women earned fewer bachelor's and master's geoscience degrees in 1985–86 than in the previous year. Women earned 24 percent of both the bachelor's and master's degrees and 21.6 percent of the Ph.D.s in 1985–86. Although a decline over 1984–85, these percentages represent a significant increase over 1973–74, when women earned 18.3 percent of the bachelor's degrees, 14 percent of the master's, and almost 10 percent of the Ph.D.s.

■ Women's proportion of the 1985 first-year engineering class remained constant at the 1984 level—16.5 percent. Women made up 16 percent of all full-time undergraduates, 13.6 percent of full-time master's enrollment, and 9.6 percent of full-time doctoral enrollment. These data come from the *Fall 1985 Engineering Enrollment* report from the Engineering Manpower Commission of the American Association of Engineering Societies.

■ The 1986 survey of degree awards from the same source reports a smaller number of women graduates at the baccalaureate level in 1986 than in 1985, despite a slight increase in the total number of bachelor's degrees awarded. This drop confirms the pattern of the last four years, which shows that the proportion of women earning bachelor's degrees in engineering has levelled off at less than 15 percent of the graduating class. Both numerically and proportionately, the number of women earning master's degrees and Ph.D.s in engineering continued to increase through 1986. □

WOMEN LIKE ENGINEERING AT STANFORD

Nationally, less than 3 percent of all undergraduates in college engineering schools are women, but at STANFORD UNIVERSITY (CA) 23.6 percent of them are women. James Gibbons, dean of the engineering school, accounts for this discrepancy by noting, "Engineering is a first-class major and Stanford attracts a large number of women who are very capable in science and mathematics." In the early 1970s, approximately 7 percent of Stanford undergraduates majored in engineering; currently the figure is about 20 percent, almost one-fourth of whom are women. □

CRITICAL YEARS: GRADES 4–8

Elementary school grades four through eight are the critical ones for female and minority students in mathematics, science, and computer science and a time when intervention is most needed to prevent students from losing interest, say researchers from the Educational Testing Service (ETS).

In a report reviewing more than 400 studies concerning participation and performance in these fields by female and minority students, researchers find that girls perform as well as boys in mathematics during these school years. Girls do not, however, perform as well as boys on various measures of science achievement, and they do not participate in as many extracurricular science or computer science activities. The authors note that as females and minority students enter high school, many begin to opt out of the more advanced math and science courses. It is therefore important to focus attention on grades four through eight to ensure that girls and members of minority groups do not lose interest and cut themselves off from future opportunities in math and science fields.

The ETS report, *Sex and Ethnic Difference in Middle School Mathematics, Science, and Computer Science: What Do We Know?*, identifies several factors that may improve student performance and describes programs designed to help middle-school students become aware of and interested in technical fields and develop competence and self-confidence. The 300-page report, by ETS researchers Marlaine Lockheed, Margaret Thorpe, J. Brooks-Gunn, Patricia Casserly, and Ann McAloon, is available for $6.50 (prepaid) from Elaine Guennel, 10-R, Educational Testing Service, Princeton, NJ 08541. □

HOW HOSPITABLE IS ECONOMICS FOR WOMEN?

The Committee on the Status of Women in the Economics Profession of the American Economic Association is sponsoring a research project on the career status of women with doctorates in economics. The study, under the direction of Sue Berryman, a sociologist and director of the Center for Education and Work at COLUMBIA UNIVERSITY (NY), will look at women's status in the economics profession relative to that of their male counterparts and analyze changes in that status over time. Although the study's findings will not be available until late in 1988, some unpublished data from the National Science Foundation show that between 1975 and 1985 men's salaries increased by 74 percent while women's salaries increased by only 65.8 percent. □

CAMPUS RAPE

ACCUSED OF RAPE, HE SUES FOR LIBEL

Griffith Neal, a fraternity member at the UNIVERSITY OF MICHIGAN—ANN ARBOR who was charged with rape, has sued his accuser for libel, claiming she defamed him by seeking his arrest. Neal, a 1987 Michigan graduate and member of Phi Gamma Delta, is accused of raping a woman during a party at the frater-

ASSOCIATION of AMERICAN COLLEGES

nity house. He claims the woman seduced him after failing to entice other fraternity members into having sex with her. He is seeking $10,000 in damages.

Julie Steiner, director of the university's Sexual Assault Prevention and Awareness Center, claims, "It's an obvious intimidation tactic to try to get her to drop the charges." Assistant County Prosecutor Robert Cooper accused the defense attorney of using the civil suit to sidestep Michigan's Rape Shield Act, which prohibits most information about the alleged victim's sexual behavior from being admitted as evidence in a criminal rape case. Such information would not be barred from a civil suit. Cooper also notes that if this tactic works, more rape defendants will sue their accusers, thereby forcing them to hire attorneys and face potential damage judgments. This would make it less likely that victims would file charges. The Neal Case "shows you the limitations of the law as it is currently written," says Steiner. □

EDUCATING MEN ON RAPE ISSUES

So What's It To Me? Sexual Assault Information for Guys uses graphics, charts, personal stories, and questions and answers, as well as straightforward information, to educate men on sexual assault. The thirty-four page booklet talks about acquaintance rape, exploitation, socialization, assertive behavior, male victimization, and responses for helping a friend who has been victimized. *So What's It To Me?* is published by King County Rape Relief (the Seattle-area rape crisis center) and is available for $4.50. Also available is a guide containing background information and activities for individuals and groups. For more information, contact King County Rape Relief at 1025 S. Third, Renton, WA 98055. □

SHUTTING DOWN FRATERNITIES

The SAN DIEGO STATE UNIVERSITY (CA) chapter of the Pi Kappa Alpha fraternity has been disbanded. An official of the national fraternity said that the chapter has failed to meet organizational standards over the past nine months. The San Diego chapter had cosponsored a party in 1985 at which a student said she was raped. The chapter has been closed for at least five years by the university and twenty-nine members have been disciplined.

Phi Gamma Delta fraternity at CORNELL UNIVERSITY (NY) has lost its recognition after the university found evidence that its members were guilty of sexual abuse, sexual harassment, alcohol abuse, and house mismanagement. The fifty-eight fraternity members were to have left the university-owned building by May 1987, but they have petitioned Cornell to have the decision overturned and to gain a new hearing before another campus judicial board. □

PANEL SUGGESTS CHANGES TO HELP PREVENT RAPE

A report calling for improved security and rape education has been issued by a student-faculty panel at the UNIVERSITY OF CALIFORNIA–BERKELEY. The panel of six students and eight faculty members recommends:

- expanding the campus rape prevention center;
- including at least two women on student conduct committees investigating rape charges;
- mandatory education in rape prevention for all campus officials who work directly with students; and
- increased security and police patrols, campus lighting, emergency telephones, and bus service.

The panel was formed after four university football players were accused of raping a female student last year. □

CONFERENCE HIGHLIGHTS SEXUAL AGGRESSION RESEARCH

A majority of 175 male college sophomores surveyed admit to having used coercion to have sex with a woman, according to UNIVERSITY OF CONNECTICUT researchers Ronald Anderson and Donald Mosher. The survey finds that to obtain sex, 75 percent of the men had used drugs or alcohol, 69 percent had used verbal manipulation, 40 percent had used anger, 13 percent had threatened force, and 20 percent had actually used force. The researchers find a strong correlation between sexually coercive behavior and acceptance of "macho" attitudes. These attitudes include a callous attitude toward sex, a belief that violence is manly, and a belief that danger is exciting.

In another study, researcher Neil Malamuth of the UNIVERSITY OF CALIFORNIA found that 40 percent of the men surveyed said they might force a woman to have sex against her will if they thought they could get away with it. When the question was rephrased using the word *rape*, 15 percent of the men surveyed still indicated that they would use force if they thought they could get away with it.

These were among the findings presented at a three-day conference on sexual aggression held January 7–9, 1987, which was sponsored by the New York Academy of Sciences. A summary of conference proceedings is expected to be available in early 1988. For more information, contact the New York Academy of Sciences, Publications Department, 2 East 63d St., New York, NY 10021; 212/838-0230. □

SEXUAL HARASSMENT

HARASSMENT: JUST A MISUNDERSTANDING?

Researchers at KANSAS STATE UNIVERSITY have studied a significant contributing factor in sexual harassment incidents: men's misinterpretations of women's intended friendliness as a sign of sexual interest. In several studies of college students, psychologist Frank Saal and colleagues found that men were more likely than women to read sexual innuendo into everyday interactions between men and women. In two situations involving a male professor and a female student and a male manager and a female trainee, men tended to rate the interactions as more sexy, seductive, and flirtatious. Women viewed the same exchanges as merely friendly. Saal speculates that men tend to oversexualize what women say and do; thus a friendly gesture by a woman might seem sug-

ASSOCIATION of AMERICAN COLLEGES

gestive to a man and he might respond with a comment or action that could be construed as "sexual harassment." □

DREXEL PRESIDENT ACCUSED OF HARASSMENT RESIGNS

William S. Gaither, president of DREXEL UNIVERSITY (PA), has resigned his position following six months of controversy that erupted when he was accused of sexually harassing a Drexel employee on a business trip. After the incident occurred the faculty council voted "no confidence" in him but the board of trustees voted to allow him to remain, while noting that in spite of his "extremely bad judgment" he had a "record of contributions" to the university and the community. That decision by the board of trustees had come under fire during the past six months and so the board was not expected to renew Gaither's contract, which was about to expire. Gaither resigned just twenty-four hours before the board of trustees was to vote on renewing his contract.

Gaither had admitted he had put his hand on the woman's knee but had claimed he was merely being friendly. He had subsequently apologized to the woman. Those who opposed Gaither claimed that this was not the first such incident. At least three women employees had told a trustee subcommittee that they, too, had been harassed by Gaither but that they had not filed formal complaints. Gaither had said in an interview that while he may have had physical contact with other women, he had never meant to offend anyone. □

HELPING INSTITUTIONS DEAL WITH SEXUAL HARASSMENT

Elements of Sexual Harassment is a twenty-page training manual for employers, especially institutes of higher education, published by KENT STATE UNIVERSITY (OH). It discusses current federal regulations, laws, and basic legal principles established by federal courts and the Equal Employment Opportunity Commission; identifies the main elements in a sexual harassment case; and recommends steps a university can implement to limit exposure and liability for charges. The manual also includes Kent State's position statement and policies regarding sexual harassment that might serve as a useful model for other colleges and universities. Copies of the manual are available free from the Office of Affirmative Action, 106 Kent Hall, Kent State University, Kent, OH 44242. □

POSTER OUTLINES THE PROBLEM

The UNIVERSITY OF WISCONSIN-EXTENSION has developed a poster that spells out the levels of sexual harassment —from sexual coercion to subtle and overt behaviors—that contribute to a hostile working environment. It also lists a variety of examples of these behaviors such as a promise of work-related benefits in return for sexual favors, pictures of scantily clad women posted on office walls, or sexist language. For more information on the poster and how it is being used on campus, contact Affirmative Action Programs, UW-Extension, 432 N. Lake St., Madison, WI 53706.□

REGENTS REQUIRE ANNUAL REPORTS ON SEXUAL HARASSMENT

The board of regents of the UNIVERSITY OF WISCONSIN System, at its April 1987 meeting, voted to require each institution in the system to submit an annual report concerning sexual harassment. The report is to include information on the effectiveness of current sexual harassment grievance procedures, sanctions, and remedies; and descriptions of educational programs provided to address sexual harassment. The report is to be made in conjunction with the institution's annual report to the board on equal opportunities in education.□

CORNELL SURVEY ON SEXUAL HARASSMENT

A survey conducted by the Institute for Social and Economic Research at CORNELL UNIVERSITY (NY) finds that 61 percent of upperclass and graduate women students have experienced "unwanted sexual attention" from someone in authority at the university. The most frequently cited form of harassment were sexist comments that a majority of respondents report having experienced one or more times. More than 12 percent have avoided classes with faculty members who have a reputation for harassing students, and 7 percent said that unwanted sexual attention has interfered with their academic performance. According to the report, when students wrote about their feelings many used words such as "scared," "intimidated," "self-conscious," "isolated," "disgusted," "nervous," "frightened," and "threatened." Less than 1 percent of those who experienced harassment filed a complaint. Copies of the report are available free from the Office of Equal Opportunity, Cornell University, 234 Day Hall, Ithaca, NY 14853. □

MINORITY WOMEN

PROJECT HELPS MINORITY WOMEN DOCTORAL STUDENTS

Minority Women Forward, a project at COLUMBIA UNIVERSITY-TEACHERS COLLEGE (NY), assists minority women doctoral students in completing their doctorates through dissertation support services, faculty advisement and mentoring, and special seminars and workshops. The Women's Educational Equity Act Program funded the one-year project, which has awarded twenty-three fellowships to minority women in a wide range of fields. The project will also support research on minority women's issues at the college. For further information, contact Joyce A. Luhrs, research associate, at 212/678-4088 or 212/678-3758. □

GUIDE TO BLACK WOMEN ORAL HISTORY PROJECT

The Black Women Oral History Project was initiated in 1976 by the Schlesinger Library at RADCLIFFE COLLEGE (MA) to record the memories of older living Black women who had made a substantial contribution to improving the lives of Afro-Americans and all people. Over

ASSOCIATION of AMERICAN COLLEGES

a six-year period, seventy-two women from all over the United States were interviewed. *Black Women Oral History Project: Guide to the Transcripts* was developed to assist researchers, teachers, and students using the transcripts, and to provide cataloguing information for archivists and librarians. Each entry includes a brief biography of the interviewee, a summary of the primary subjects covered in the transcript, and information on access to the transcript and interview tapes. Copies of the guide are available for $9 from the Black Women Oral History Project, Schlesinger Library, Radcliffe College, 10 Garden St., Cambridge, MA 02138. □

BLACK WOMEN'S NETWORK

The Black Women's Network at the UNIVERSITY OF KANSAS–TOPEKA meets once each month to address the personal and professional concerns of its members. It is open to women and men of all races and ages. For more information, contact Priscilla Mayes at 913/232-2884. □

DISABLED WOMEN

NEWSLETTER ON DISABLED WOMEN

The Association on Handicapped Student Service Programs in Postsecondary Education publishes *A Women Disability Newsletter*. One feature of the newsletter is a list of programs for disabled women and girls offered by various colleges and universities across the country. The list includes names and addresses of contact persons for each program. The editors are interested in knowing about more of these programs. To notify them about a program or obtain subscription information, write to AHSSPPE, P.O. Box 21192, Columbus, OH 43221. □

COMPUTERIZED CLEARINGHOUSE

The National Clearinghouse on Women and Girls with Disabilities, established by Educational Equity Concepts, is creating a computerized means of gathering information, providing resources and referrals, developing a communications network, and conducting public education regarding women and girls with disabilities. The clearinghouse will help those with physical, sensory, language, cognitive, emotional, and health disabilities. Various constituencies (including those in postsecondary institutions) can call on the clearinghouse for help in conducting research, providing services, and developing programs and materials to assist disabled women and girls.

Educational Equity Concepts is a national nonprofit organization that develops programs and materials to eliminate bias due to sex, race, and disability. For further information, contact Educational Equity Concepts, 114 East 32d St., New York, NY 10016. □

VIDEOTAPES AVAILABLE

Ready, Willing and Able . . . is a career and life planning series of videotapes and guidebook for women with disabilities. Carolyn Michalski of NORTH CENTRAL TECHNICAL INSTITUTE (WI) coordinated production of the videotapes, which were shown on Wisconsin Public Television. Statewide offices of the Wisconsin Division of Vocational Rehabilitation (DVR) have trained staff with the videos. The series has a wide range of potential uses for educators and is effective in sensitizing family members and others to the concerns of women with disabilities.

The videos depict ten women with disabilities who are interviewed in their homes or at work. The first video concentrates on personal growth issues with discussions focusing on accepting the fact of being disabled. The second video explores career issues in terms of deciding on careers and various issues to be considered once a career field is chosen. The third video focuses on how to find employment. The videotapes are available in VHS format and cost $89 each; a two-volume staff handbook costs $65 a set; a student workbook costs $16 per copy. All can be ordered from the Vocational Studies Center, University of Wisconsin–Madison, 1025 West Johnson St., Madison, WI 53706. □

WOMEN BY DEGREES

WHO'S GETTING WHAT DOCTORATES?

The National Research Council recently published *Summary Report 1985: Doctorate Recipients from United States Universities*. The report contains numerous charts and tables with analyses of the data. The report finds:

- While the overall number of doctorate recipients has remained approximately the same over the last ten years, the number of male recipients declined and the number of female recipients increased 39.2 percent, from 7,684 in 1976 to 10,699 in 1985;
- The proportion of women among non-United States citizens earning doctorates increased, albeit slowly, from 12.4 percent in 1975 to 17.7 percent in 1985;
- Although Asian-American women constituted the smallest share of doctorates earned by United States citizens, that number increased slowly from 0.2 percent of the total in 1975 to 0.8 percent in 1985;
- Black women earned 1.3 percent of all doctorates in 1975 and 2.3 percent in 1985—more than half of the doctorates awarded to Black Americans in 1985;
- Hispanic women earned 0.2 percent of all doctorates in 1975 and 1.1 percent in 1985;
- For Black, Hispanic, and white women the majority of doctorates were earned in education; Asian-American women earned more doctorates in life sciences;
- Minorities and women had different sources of support than the nonminority and male candidates;
- A greater proportion of women than men relied on personal income (their own or their family's) as their primary means of support in graduate school; and
- Women and minorities experienced a longer time between receipt of the baccalaureate and doctorate degrees.

Copies of the sixty-five page report are available free from Doctorate Records Project, Office of Scientific and Engineering Personnel, National Research Council, 2101 Constitution Ave., NW, Washington, DC 20418.

ASSOCIATION of AMERICAN COLLEGES

Total Enrollment in Undergraduate and Graduate Schools by Race/Ethnicity and Sex of Student, United States: Fall 1980 and Fall 1984

Control	1980 Number	1980 Percent	1984 Number	1984 Percent	Percent of Change
Undergraduate					
Total	9,262,003	100.0	9,451,066	100.0	2.0
Men	4,488,357	48.5	4,518,645	47.8	—
Women	4,773,646	51.5	4,932,421	52.2	—
White, non-Hispanic	7,466,278	80.6	7,549,607	79.9	1.1
Men	3,632,900	—	3,620,973	—	—
Women	3,833,378	—	3,928,634	—	—
Black, non-Hispanic	932,254	10.1	897,185	9.5	−3.8
Men	393,397	—	368,089	—	—
Women	538,857	—	529,096	—	—
Hispanic	390,463	4.2	436,614	4.6	11.8
Men	190,224	—	206,337	—	—
Women	200,239	—	230,277	—	—
Asian/Pacific Islander	215,002	2.3	301,167	3.2	40.1
Men	112,522	—	160,564	—	—
Women	102,480	—	140,603	—	—
American Indian/Alaskan Native	67,917	0.7	68,815	0.7	2.6
Men	30,542	—	37,973	—	—
Women	37,375	—	30,842	—	—
Graduate					
Total	1,096,455	100.0	1,100,353	100.0	0.4
Men	568,969	52.0	569,469	52.0	—
Women	527,486	48.0	530,884	48.0	—
White, non-Hispanic	898,698	81.0	882,253	80.2	−1.4
Men	452,886	—	436,893	—	—
Women	445,812	—	445,360	—	—
Black, non-Hispanic	59,993	5.5	52,834	4.8	−11.9
Men	22,795	—	19,961	—	—
Women	37,198	—	32,873	—	—
Hispanic	24,263	2.2	24,402	2.2	0.5
Men	12,173	—	11,676	—	—
Women	12,090	—	12,726	—	—
Asian or Pacific Islander	23,494	2.1	28,543	2.6	21.5
Men	14,473	—	17,865	—	—
Women	9,021	—	10,678	—	—
American Indian/Alaskan Native	3,882	0.4	3,634	0.3	−6.4
Men	1,909	—	1,706	—	—
Women	1,973	—	1,928	—	—

NOTE: Some 214 institutions did not report the racial/ethnic status of their student body. Data for 195 of these nonreporting institutions, representing about 5 percent of total enrollment, were imputed. For those institutions which reported race data in 1982, data have been estimated by applying their 1982 race distribution to their total enrollment reported in 1984. Because of under-reporting and nonreporting of racial/ethnic data, totals on this table may be slightly smaller than totals appearing on other tables. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, Center for Statistics, "Fall Enrollment in Colleges and Universities" surveys, as cited in *Minorities in Higher Education* (American Council on Education, 1986), p. 24.

ASSOCIATION of AMERICAN COLLEGES

The council also published a separate report, *Humanities Doctorates in the United States: 1985 Profile*, that states:

- Of the total humanities Ph.D. recipients in the United States in 1985, 29.7 percent were women, compared to 21.9 percent in 1977;
- For all fields combined, men had a median salary of $35,800 compared to $30,700 for women. Across all humanities fields, the median salaries of the men were higher than those of the women;
- Median salaries of men and women became more disparate with the increase in the number of years since the doctorate was awarded. There was an average difference of $1,300 for those having their degrees for eleven to fifteen years and $4,600 for those having their degrees for twenty-one to thirty years;
- Men were more likely to be full professors than were women in the same field; for assistant professor and instructor positions, the reverse was true; and
- More women were in nontenured jobs and in nontenure-track positions than men: 24.1 percent of women were in these positions compared to 9.5 percent of men.

Copies of the seventy-three page report are available free from Survey of Doctorate Recipients, Office of Scientific and Engineering Personnel, National Research Council, at the address above. □

NURSING DOWN, MEDICINE UP

The number of full-time students in baccalaureate nursing degree programs fell 12.6 percent—from 76,232 in 1985–86—to 66,654 in 1986–87. The number of students enrolled part time also declined from 34,763 in 1985–86 to 34,083 in 1986–87, a drop of 2 percent. This represented a 9.2 percent overall drop in enrollment, according to a report by the American Association of Colleges of Nursing. Women comprise the majority of nursing students. For more information, contact AACN at Suite 530, One Dupont Circle, Washington, DC 20036.

In contrast, enrollment of women in medical schools has been increasing steadily, according to the Association of American Medical Colleges. In 1985–86 there were 21,650 women enrolled in medical schools (32.5 percent of the total enrollment of 66,585) while in 1986–87 there were 22,100 women enrolled (33.4 percent of the total enrollment of 66,125). For more information, contact AAMC at Suite 200, One Dupont Circle, Washington, DC 20036. □

WOMEN A MAJORITY IN ADULT ED COURSES

In 1984, women were the majority of adult education participants compared to 1969 when men were the majority, according to a report by the U.S. Department of Education. Women represent a slight majority of those enrolled in job-related courses—a significant change from 1969. Women are still twice as likely as men to take courses for personal or social reasons, a figure that has not changed over the fifteen-year period. Two-thirds of adult education courses are taken for job-related reasons. Copies of *Digest of Education Statistics 1987* (stock no. 065-000-00293-1) are available for $18 from the U.S. Government Printing Office, 710 N. Capitol St., NW, Washington, DC 20402. Make checks payable to Superintendent of Documents. □

EMPLOYMENT

PART-TIME AND TEMPORARY WORK: NOT ALWAYS GOOD

The increase in part-time and temporary work is eroding the full-time work base, creating a more marginal work force, and threatening the stability of families and the economy as a whole, according to a report by 9 to 5, the National Association of Working Women. Karen Nussbaum, executive director, states that part-time and temporary work has been described as good for workers since it provides greater flexibility, but that in reality this flexibility is on management's terms. "It enables employers to cut their costs, but at the expense of the ... worker, who is left to cope with lower pay and a frightening lack of benefits, pensions, job security, and chances of advancement," says Nussbaum. In many cases, employers replace full-time workers with part-time workers.

The report finds that two-thirds of part-time workers are women who work mostly in clerical, sales, and lower-paid service jobs. Women comprise 62 percent of all temporary workers, mostly in clerical positions. *Working at the Margins: Part-Time and Temporary Workers in the United States* is available for $8 (individuals) and $11.50 (institutions) from 9 to 5, National Association of Working Women, 614 Superior Ave., NW, Cleveland, OH 44113. □

INCREASED PERCEPTION OF JOB BIAS

Compared to a decade ago, fewer women today believe that women and men have equal job opportunities, according to a recent Gallup Poll. In 1975, 49 percent of the women surveyed believed job opportunities to be equal; in 1987, only 35 percent share that belief. Men did not change their opinion significantly during this time. The survey also finds that in 1975, 59 percent of the women surveyed thought that women were denied access to executive positions; in 1987, 50 percent think this is true. Men also think things are improving: In 1975, 54 percent thought women were denied executive positions, compared to 42 percent in 1987. □

WHEN IN DOUBT, USE MS.

Married executive women prefer to be called "Ms." rather than "Mrs.," according to a survey conducted by Heidrick and Struggles, an executive search firm. According to company president David R. Peasback, 42.7 percent of married respondents choose "Ms." as a title, compared to 39.8 percent who choose "Mrs." The study also finds that younger women prefer "Ms." more than older women: 54.8 percent of the married executives under age 40 choose "Ms." while 17.9 percent over age 50 choose it. □

SALARY GAP FOR WOMEN ENGINEERS

The 1987 salary survey of the Institute of Electrical and Electronic Engineers

(IEEE) discloses that women earn less than men after their first two years on the job. Past surveys have accounted for the male/female wage gap by saying that women had not been in the field long enough to earn higher incomes. However, this survey finds that even at higher experience levels, men consistently earn more than women. The *1987 IEEE U.S. Membership, Salary, and Fringe Benefits Survey* is available for $55.95 (members) and $69.95 (nonmembers) from the Institute of Electrical and Electronic Engineers Service Center, 445 Hoes Lane, P.O. Box 1331, Piscataway, NJ 08855.□

WORKING IN ACADEME

HOW DOES YOUR SALARY COMPARE?

Every year *Academe*, the journal of the American Association of University Professors (AAUP), publishes its "Report on the Economic Status of the Profession" comparing faculty salaries across the country. Each year women have consistently earned less than their male counterparts. The 1986–87 edition is no exception. At every level—professor, associate professor, assistant professor, instructor, and lecturer—and at every type of institution—public, private, and church-related—women earn less than men. The information was obtained from 1,871 institutions. The March/April 1987 issue of *Academe* is available for $25 from AAUP, attn: Alesia Pope, 1012 14th St., NW, Suite 500, Washington, DC 20005. □

$1.4 MILLION FOR WOMEN IN MASSACHUSETTS

In a settlement of a sex discrimination suit, more than 400 women faculty members and librarians at nine Massachusetts state colleges were awarded $1.4 million in back pay and salary increases. A court order awarded $930,000 in back pay and $465,000 in pay increases to women at BRIDGEWATER, FITCHBURG, FRAMINGHAM, NORTH ADAMS, SALEM, WESTFIELD, and WORCESTER STATE COLLEGES; MASSACHUSETTS COLLEGE OF ART; and the MASSACHUSETTS MARITIME ACADEMY. □

CALIFORNIA STUDY FINDS SEX BIAS AT MAJOR INSTITUTIONS

A study by the UNIVERSITY OF CALIFORNIA system shows that women seeking teaching jobs in universities still suffer from discrimination. The study of nine California campuses and fourteen comparable research institutions finds that women are clustered in lower academic ranks and in nontenure-track positions; women faculty members are paid less than male professors at all ranks; women are promoted more slowly than men; and women receive tenure at lower rates than men. Joyce Bennett Justus, who conducted the study, said that on many campuses "vigorous" action is needed to bring women to parity. "Not by leaving the situation alone will it correct itself," she said. Copies of the ninety-five page report, *The University of California in the Twenty-First Century: Successful Approaches to Faculty Diversity*, are available free from the Office of the President, University of California, Berkeley, CA 94720. □

TASK FORCE CITES POOR EQUITY RECORD

A UNIVERSITY OF VIRGINIA task force to study the status of women employees has found the school's affirmative action goals "inadequate even when intelligible." The hard-hitting preliminary report noted that 7.4 percent of the university's tenured faculty in 1985 were women, which was the lowest percentage among twenty-one public institutions surveyed across the country. The number of women students, in contrast, had increased from 13.7 percent in 1970 (when the school began admitting women) to 48 percent in 1986. The task force also found that women were paid an average of $5,873 less than men in comparable jobs.

The task force recommended setting aside money to recruit more women, help spouses find employment, exclude maternity and paternity leave from the maximum seven-year tenure period, and provide day care. To change the university's affirmative action policy, it advocated a three-stage approach: Use the existing affirmative action guidelines; match the percentage of women faculty to the percentage of women students; and eventually match the percentage of women faculty to the percentage of women in the U.S. population—52 percent. These changes would be goals rather than quotas.

The full report of the task force is being published in December 1987. □

PUTTING WOMEN CANDIDATES IN THE RUNNING

Acting on his concern about the university's ability to attract qualified women and minorities for academic administrative posts, PENNSYLVANIA STATE UNIVERSITY President Bryce Jordan wrote in a letter to the Council of Academic Deans, "I have written the chairpersons of each of the search committees currently seeking candidates for academic administrative positions at the university. I have asked that those committees forward to me at least one woman candidate and at least one minority candidate who are fully qualified for the job. If a committee should not find it possible to do this, I have indicated that I will ask for the credentials of the leading woman and the leading minority candidate in the pool." President Jordan went on to suggest that similar guidelines be used for searches for department heads since they are a primary source of candidates for administrative positions. □

ON THE CAMPUS

FEMALE VALEDICTORIANS STYMIED BY MULTIPLE ROLES

Karen Arnold and Terry Denny, two researchers at the UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, have been studying a group of eighty male and female high school valedictorians as they proceed through college and into adulthood. When we first reported their

ASSOCIATION of AMERICAN COLLEGES

study (*On Campus With Women*, 15:2, Fall 1985), the researchers had found that the women's self-esteem had dropped significantly below the men's after just one year of college.

Now the researchers have found that although the women maintained a 3.7 grade point average through college, only 35 percent of them plan to engage in continuous full-time work. The study finds that the women performed at a higher level throughout college but fell behind the men when pursuing career goals. The reason for this discrepancy, according to the researchers, is that the women began changing and modifying their career goals during their sophomore year to plan for being wives and mothers. Many of the women have "come to a halt while they try to figure out how they are going to combine all their adult roles while most of the valedictorian men are sailing smoothly ahead," says Arnold. □

PRACTICAL HELP FOR REENTRY WOMEN

The Re-entry Services Program at the UNIVERSITY OF CALIFORNIA–SANTA CRUZ has a Parent Locator File for which parents fill out a form listing the time and location of their classes each quarter. The file has been helpful in locating parents when emergencies arise.

The program also developed the *Re-entry Services Yellow Pages* to provide information on "where to go for the best deals on everything from used children's clothes to outstanding classes." □

BULIMIA FOUND WIDESPREAD BUT NOT CHRONIC

Four out of every one hundred female first-year college students may develop the eating disorder bulimia but the majority quickly recover, according to a UNIVERSITY OF MICHIGAN study. Whereas other studies have indicated that between 1 and 5 percent of college women are bulimic (that is, they binge and then fast, self induce vomiting, or excessively use laxatives), Adam Drewnowski's study offers evidence that the condition may not be chronic among college women because so many of them return on their own to normal eating habits. The turnover rate is like that of a contagious disease, with new cases constantly emerging as old ones disappear. "It remains to be seen what psychological or social factors prevent the development of or promote recovery from this disease," Drewnowski said. □

DAY CARE AROUND THE CLOCK

The board of trustees at STANFORD UNIVERSITY (CA) have voted to open a twenty-four-hour-a-day child care facility that will be open to all university families but geared especially to the needs of hospital and medical school staff and students and others with irregular work schedules. The center will initially accommodate one hundred infants, toddlers, and pre-school children, with the possibility of expanding to include another sixty to eighty children. In addition to play areas and other facilities, the center will include a sleeping room, a "quiet" room where small groups of children can work on special projects, and, following a new trend in day care, a "get-well room" for non-contagious children who either have a mild illness or are recovering from an illness or injury. The planned facility is being described by university officials as "a model for other university teaching hospitals to follow."

INTERNATIONAL

QUEBEC SEEKS MORE WOMEN IN SCIENCE AND TECHNOLOGY

The Council on Science and Technology, a Quebec government advisory panel, has written a report advocating affirmative action and other measures to increase the number of women who study and work in science and technology. According to the council, there are fewer women than men in scientific fields, women have a harder time getting positions in these fields in the first place, and women are paid nearly 20 percent less than men when they are hired. Citing the ineffectiveness of voluntary affirmative action, the council recommends mandatory programs whenever public funds or government contracts are involved. It urges academic institutions to "do whatever is necessary" to place an equitable number of women in faculty and administrative positions; on committees that oversee hiring, promotion, and tenure; and on juries that award research grants and subsidies. It also calls for the use of special grants and loans to actively recruit women in science disciplines.

Other recommendations include making day care, evening courses, and part-time programs more widely available; offering paid maternity leave with full job security; changing the curricula to better reflect the experiences of girls and the contributions of women; and hiring more female science teachers and guidance counselors in public high schools. The council further advocates the appointment of a high-level administrator to oversee the implementation of its recommendations. For more information, contact the council at 2050 Boul. St.-Cyrille Ouest, 5e Etage, Ste.-Foy, Quebec, Canada G1V 2K8. □

WESTERN WOMEN WELL EDUCATED

Women comprise at least 50 percent of the enrollment in higher education in Canada, Finland, France, and the United States, and they represent at least 40 percent of the enrollment in most other industrialized Western countries, according to a report of the Organization for Economic Cooperation and Development (OECD). Enrollment of women is below 40 percent in just four out of the twenty-four OECD member countries (Japan, Luxembourg, Switzerland, and Turkey). The report also notes that many classes in higher education are still divided by sex, with women over-

ASSOCIATION of AMERICAN COLLEGES

whelmingly entering traditionally female courses, more so even than in the early 1970s. Before the end of the year, OECD plans to publish the full report, "Girls and Women in Education: A Cross National Study of Sex Differences in Upbringing in Schools and Colleges." For further information, contact OECD at 2001 L St., NW, Washington, DC 20036; 202/785-6323. □

WOMEN'S STUDIES IN EUROPE

Women's Studies in Western Europe: A Resource Guide includes a review and annotated directory of women's publishing in twenty-seven western European countries, as well as reviews of women's studies courses and research in Europe. Edited by Stephen Lehmann and Eva Sartori, the 129-page directory is available for $15 (ACRL members) and $18 (nonmembers), prepaid, from Association of College and Research Libraries, American Library Association, 50 East Huron St., Chicago, IL 60611. □

NAIROBI REVISITED

As a follow-up to the Nairobi conference, which was part of the United Nations Decade for Women, the American Association of University Women (AAUW) held its own conference. "Equity by 2000: Meeting the Nairobi Challenge" involved 800 women and men from America and all over the world who developed recommendations that give American women a practical equity action agenda for the next two years. Two documents related to that conference have just been published:

- *Equity by 2000: A Report and A Call to Action*, the final report of the conference, provides an overview of the process and proceedings. It includes the recommendations that emerged from the conference, as well as specific proposals for the future. It is available for $6 (AAUW members) and $7 (nonmembers) from the American Association of University Women, Sales Office, 2401 Virginia Ave., NW, Washington, DC 20037.
- *Meeting the Nairobi Challenge: An Action Agenda for American Women* is a workbook to help people create their own plan of action toward equity. It lists pragmatic suggestions for action as well as resources and materials. It is available for $5 (AAUW members) and $6 (nonmembers) from the address above. The two reports ordered together cost $9.95.

The Commission of the European Communities has published its own overview of the Nairobi conference, *The Nairobi World Conference*. Written mainly from the point of view of the European community, the 59-page book is available free from the Commission of the European Communities, attn: Publications, 2100 M St., NW, Suite 707, Washington, DC 20037. □

AAC SESSION ON WOMEN AND SUCCESS

Women often begin their careers, according to recent research, with unrealistic expectations about what they can look for in the workplace and about compromises and accommodations that may be necessary to have a successful career at all.

The Association of American Colleges, at its January 1988 annual meeting, will feature a session designed to explore these issues, and to consider whether preparing young women and men for roles in the workplace is a legitimate concern for higher education. The session, entitled "The Ambiguities of Success: Women and Power," will include a roundtable discussion and presentations by Sarah Hardesty, co-author of *Success and Betrayal: The Crisis of Women in Corporate America*, and Hedwin Naimark, director of a research project on the expectations of college students concerning the relations between family and career commitments. A tape will be sold by AAC. For more information contact the Annual Meeting Office, AAC, 1818 R St., NW, Washington, DC 20009 (202/387-3760).

WOMEN STILL FEW ON OXFORD, CAMBRIDGE FACULTIES

According to a report in the *UK Times*, women at OXFORD and CAMBRIDGE are being hired as dons in roughly the same percentage as ten years ago, even though the number of women undergraduates has increased dramatically. Coeducation has not had a significant impact: The formerly all-male colleges still tend to hire male lecturers, and the formerly all-female colleges are now hiring a substantial number of men. For example, the proportion of male fellows appointed to former women's colleges at Oxford is about 44 percent, compared with only 4 percent of women fellows at former men's colleges. □

RESOURCES

BIBLIOGRAPHY ON HISTORY OF WOMEN

Gerda Lerner, a leading historian and women's history scholar, has compiled the fourth revised edition of *Women are History: A Bibliography in the History of American Women*. The bibliography includes 1,300 entries and covers a wide range of subjects such as minority women, theoretical works on women, motherhood, and lesbian history. Copies are available for $5 from the Graduate Program on Women's History, History Department, University of Wisconsin–Madison, 455 N. Park St., Madison, WI 53706. Make checks payable to Women Are History Fund. □

PRACTICAL TIPS FOR WOMEN SCHOLARS

Career Guide for Women Scholars is a practical self-help guide for women graduate students and junior faculty that shows women how to obtain jobs and tenure and how to cope with the many issues that may emerge along the way.

ASSOCIATION of AMERICAN COLLEGES

Developed under the auspices of Division 35 of the American Psychological Association and thus geared toward women in psychology, the book is useful for women in all fields. Edited by Suzanna Rose, the guide is divided into three parts: the academic career path (contains information on such topics as how to apply for academic jobs, how to become tenured, and how to deal with a "publish or perish" situation); individual issues and solutions (topics include making the transition from graduate student to assistant professor, lessons learned from the first job, and the graduate school experience); and alternatives to academe. The 192-page guide is available for $16.95 plus $1.60 postage and handling from Springer Publishing Co., 536 Broadway, New York, NY 10012. □

PUTTING WOMEN INTO THE CURRICULUM

The Winter 1987 issue of *Signs: Journal of Women in Culture and Society* is devoted to the impact of women's studies on the curriculum. The issue, "Transforming the Academy," considers women's relationship to knowledge and offers a variety of perspectives that range from historical period, to discipline, to theoretical orientation, to prescriptions for and implications of change. Articles include "Changing the Curriculum in Higher Education," by Margaret L. Andersen; "The History and Philosophy of Women in Science: A Review Essay," by Londa Schiebinger; and "Educating Women in America," by Sally Schwager. Also included in the volume is a conference report on Black women's leadership and reviews of recent books on women's scholarship and the curriculum. The Winter 1987 issue is available for $13.75 (institutions) and $7 (individuals) from *Signs*, The University of Chicago Press, Journals Division, P.O. Box 37005, Chicago, IL 60637. □

FIRST ANNUAL REPORT ON WOMEN'S STATUS

The Women's Research and Education Institute, the research arm of the Congressional Caucus for Women's Issues, saw a need for one central source of information about the status of American women and decided to issue annual reports that would contain a wealth of statistical and analytical information. *The American Woman 1987–88: A Report in Depth* is the first of these reports. Edited by Sara E. Rix, the report includes essays on such topics as difficulties women face at work and at home; the advances women have made in business, science, and the military; and the climate for women in education. The report also includes statistical charts with brief interpretations of what the numbers really mean for women. Copies of the 351-page book are available for $18.95 (hardback, code number 2384) and $7.95 (paperback, code number 30388) from W. W. Norton and Co., 500 5th Ave., New York, NY 10110. Please refer to the code number when ordering. □

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All PSEW publications are available at bulk rates for 15 copies or more. Order in bulk for conferences, classes, resource centers, or for distribution to employees or students, and save up to 50 percent. The rates are: a 30 percent discount for fifteen to ninety-nine copies, and a 50 percent discount for one hundred copies or more. For prices and shipping information, contact Karen Seebohm, AAC/PSEW, 1818 R St., NW, Washington, DC 20009; 202/387-1300. Please call or write early to allow sufficient time for shipping. All orders must be prepaid.

WOMEN'S THESAURUS

A Women's Thesaurus: An Index of Language Used to Describe and Locate Information By and About Women contains 4,000 terms describing research, programs, and policies affecting women's lives in such areas as employment, education, history, and sciences. Edited by Mary Ellen S. Capek, the thesaurus was developed by women's studies librarians, scholars, policy makers, and community activists and sponsored by the National Council for Research on Women and the Business and Professional Women's Foundation. The thesaurus sets national standards for developing bibliographic and filing systems, preparing book and periodical indexes, refining classification and cataloguing systems, and indexing and retrieving on-line database records. Terms are organized both alphabetically and by subject. The book is valuable as a reference tool for anyone involved in writing, cataloguing, or research. The 640-page book is available for $34.50 from Harper and Row, Publishers. To order, call toll free 1-800/638-3030. □

REPORT CHARTS STATES' SEX BIAS COVERAGE

Beyond Title IX: PEER's State-by-State Guide to Women's Educational Equity Laws is a comprehensive analysis of the development, scope, and implementation of state laws that prohibit sex discrimination in education. Only thirteen states have laws specifically prohibiting sex bias in education while nineteen others have human or civil rights laws that could be adapted to cover such bias. Only eight states have laws that specifically protect college students.

The Project on Equal Education Rights (PEER) conducted the survey partly in response to the U.S. Supreme Court's decision in the *Grove City* case that restricted the coverage of Title IX to only those specific programs within an institution that receive federal funds. Since federal enforcement of laws prohibiting sex discrimination in education was so restricted by this decision, the importance of state laws grew accordingly.

The authors of PEER's report hope that it will be helpful for those working to bring about change at the state level to know what other states have done. Copies of the fifty-eight page report are available for $14.95 (prepaid) from PEER, 1413 K St., NW, 9th floor, Washington, DC 20005. □

ASSOCIATION of AMERICAN COLLEGES

ACQUAINTANCE GANG RAPE ON CAMPUS

The scenario is often the same: A fraternity holds a party. A young woman often (but not always) has had too much to drink and/or too many drugs. She ends up in a bedroom with anywhere from two to eleven men. By the time she recognizes her predicament, her confusion has changed to fear and panic, and escape is impossible. Her ineffective protests are viewed as "consent." Even if her protests are vigorous, her "no" is interpreted as "yes." She is raped by the men present. In almost all instances, the men are unaware that their behavior is considered rape.

In the past, the woman blamed herself. Increasingly, the woman involved knows better—she was raped. ***Campus Gang Rape: Party Games?*** is the first comprehensive paper on acquaintance gang rape on campus; although it focuses on gang rape, it is also useful for dealing with other forms of acquaintance rape. The twenty-page paper is designed to be used by administrators, staff, faculty, student groups, and others. It covers:

- What an institution should do if a gang rape or other form of acquaintance rape occurs;
- Prevention strategies;
- The dynamics of campus gang rape;
- Fraternities and acquaintance gang rape;
- The role of alcohol, drugs, and pornography;
- Institutional responses;
- Legal remedies for victims; and
- Selected list of resources.

Campus Gang Rape: Party Games? is available for $3 prepaid from the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. Please make checks payable to AAC/PSEW. Bulk rates are available: fifteen to ninety-nine copies are $2.10 each (30 percent discount); one hundred copies or more are $1.50 each (50 percent discount). For a list of other PSEW publications, send a self-addressed, stamped envelope.

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The Project on the Status and Education of Women of the Association of American Colleges, the oldest national program for women's equity, promotes greater opportunities for women students, faculty, and administrators. Since 1971, it has served as an information clearinghouse and liaison among academic women, higher education institutions, federal and state policymakers, and women's organizations. Generous foundation grants, particularly from Carnegie Corporation of New York and The Ford Foundation, have supported PSEW's activities.

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The Association of American Colleges, founded in 1915, is the national voice for liberal learning. Its membership includes more than 590 public and private colleges and universities. Through grants, publications, and workshops, AAC strives to enhance liberal education and secure its integration with professional programs and courses of study. Its programs include the Project on the Status and Education of Women and the Council for Liberal Learning.

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